

Mythology

Course Syllabus



Supervising Teacher

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Course Description:

The main goal of this course is for you to see myths not only as part of the past but also an integral part of everyday modern life and our cultural heritage. Today, allusions to myths are found in ordinary conversations, in songs, sermons, advertisements, and brand names. You will be very surprised how your knowledge of ancient mythology will enhance your everyday life. Myths are exciting to learn on their own merits, and have the power to help us understand ourselves and how we relate to the larger world around us.

Note: This course is offered under the direction of the English department, but it will be counted on your transcript as humanities or elective credit. All students need to be enrolled in their regular grade-specific English class, in addition to this one. Four years of English credit, in addition to elective credit, are required for graduation in the state of Idaho.

You will work an hour per school day in this course in order to earn 1 elective credit.

Recommended Textbook:

MCGRAW-HILL - GLENCOE Mythology and You SE I-DEA TOP PICK MCGRAW-HILL - GLENCOE Mythology and You TE I-DEA TOP PICK All Grades
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Suggested Supplements:

Various internet sources can be very helpful in your research.

Another *great* supplement that is not in our catalog, but that you can order through the internet if you choose to, is a course offered through North Dakota Center for Distance Education (<http://www.dis.dpi.state.nd.us>):

North Dakota, Mythology (H SS 1121 P)

Cost--course is \$39.00 + shipping (**Please make sure that you are ordering only the course materials and not the whole course.**)

Key to course quizzes and tests, \$50.00 (**Because this is not in our catalog, you will not be reimbursed for this through IDEA funds!**)

End of Course Assessments:

A portfolio covering all the standards is a requirement.

Suggested Portfolio Inclusions:

- 1. Vocabulary Log:** This is the best way to cover **Standard One, Reading Process**. As you read, jot down words that you don't know, and look them up later. You could write a sentence for each new word, using it correctly. This can also include the names of mythological characters that are used today as part of our modern language (and this will come in handy later on an anchor assignment).
- 2. Reading Log, Character Log, and Journal:** Keeping a reading log and journal is a great way to reflect on what you are learning. For the log, you could make a chart with columns for title, date, pages read, hourly commitment, and for the **journal**, you could write things like what you think about the reading so far, a summarization, a letter to a character, what you would do if you were in that situation, a different ending, dialog with the author and/or character, etc.

Course Requirements:

Anchor Assignments:

- 1.** (First month in semester) Turn a myth into a play. You will include (1) dialog, (2) action, and (3) a problem that will be solved. Your play must be at least 3 full pages, double spaced, with dialog for at least three people. You might want to act this out with family members, complete with costumes and props, and maybe even film it to show your contact teacher during portfolio conference, but filming it is not required. This covers Standard 3, Performance.
- 2.** (Second month of semester) Many cultures have a story about the beginning of their people or culture. Read three origin myths from other cultures, and then write your own origin myth. This must be at least 3 pages, double spaced, using draft process (at least 2 drafts and a final, each with major improvement). This must follow the format for origin myths (see your text for explanation of "origin myth" – do not mistake this with "*original*" myth). This covers Standard 1, Historical.
- 3.** (Third month of semester) Research how we use myth and mythological characters in our modern world, such as in advertising or sports teams. Find and record at least 15 examples in a list, with specific details. **Lack of details can result in a lower grade.** This covers Standard 2, Critical Thinking.
- 4.** (Fourth month of semester) Research how we use mythological allusions and characters in modern *literary* allusions. Find and record at least 15 examples. This can be in an essay, a power point with pictures, or just a list of examples with *details and pictures* (it cannot just be a list). To find literary allusions, google "literary allusions" and see what comes up – there are a lot on the web. This covers Standard 2, Critical Thinking.

See your contact teacher for Alternate Anchor Assignments. These are by special permission only.

Course Evaluation:

Parents will be responsible for supplying 60% of the final grade.

The final 40% will be based on your anchor assignments.

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”

**IDAHO HUMANITIES CONTENT STANDARDS
INTERDISCIPLINARY**

Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.	9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures.	9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events.	9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period.	
Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.	9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines.	9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines.	9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other.	9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.
Goal 1.3: Understand the interrelationships between cultures.	9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society.	9-12.I.1.3.2 Identify the ways that the humanities disciplines portray human relationships.		

Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 2.1: Conduct analyses in the arts and humanities disciplines.	9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues.	9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.	9-12.I.2.1.3 Research and present findings about the role of artworks in a society.	
Goal 2.2: Engage in discussions about arts and humanities issues.	9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values.	9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.	9-12.I.2.2.3 Discuss ways in which the arts and humanities both break through and create class barriers.	9-12.I.2.2.4 Discuss the significance of artworks in a society.
Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.	9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one’s own work and works of others.	9-12.I.2.3.2 Create an original work that offers a response to a human problem.		

Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4
Goal 3.1: Understand concepts essential to interdisciplinary study.	9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities.	9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines.	9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.	
Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.	9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.	9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated.	9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.	
Goal 3.3: Communicate in the humanities disciplines through creative expression.	9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.	9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another.	9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence.	9-12.I.3.3.4 Create a literary work that targets a universal theme.